BALANCED BUDGET 2007

Ministry of Education

2007/08 – 2009/10 SERVICE PLAN

February 2007

BRITISH COLUMBIA

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Message from the Minister and Accountability Statement

In 2001, our government set out a plan to work with educators, students and parents to ensure a high level of student achievement for every student in the province. Today, we have record-high completion rates and rank near the top in international assessments.

While our plan is working, student achievement has recently leveled off. We need to look for new ways to ensure our students graduate and to provide preschool children with the skills they need to succeed.

The Ministry of Education's 2007/08 – 2009/10 Service Plan will continue to build on our achievements by developing new measures to help us reach our goal of being the best-educated, most literate jurisdiction on the continent. Over the next three years we will focus on reading, early learning, healthy schools and student achievement, with a particular emphasis on Aboriginal students.

Since 2001, the Province has invested over $92 million in programs and resources to improve literacy rates for the whole family. Programs like our StrongStart centres will continue to support early learning and help families ensure their children are well prepared to start school.

Through the healthy schools program, under ActNow BC, we are actively involving our students in learning and practicing skills for making healthy decisions. Our goal is to lead the way in North America in healthy living and physical fitness, and that starts with our young people.

By 2015/16 we want our Aboriginal completion rate to be the same as the rest of the student population. We will continue to work with school districts and Aboriginal communities to implement Aboriginal Education Enhancement Agreements. More than half of B.C.'s 60 school districts have already signed such agreements. On July 5, 2006 a historic agreement was signed by the Province of British Columbia, the First Nations' Education Steering Committee and the Government of Canada. This agreement on First Nations' schools is the first of its kind in Canada and is a major step toward our goal of creating better learning opportunities for First Nations' students.

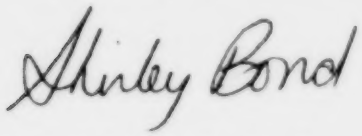
The Ministry is also continuing its work with our partner organizations. In addition to continued meetings of the Learning Roundtable, we held the first annual Teachers' Congress and the first-ever Parent Congress, which allowed us to hear directly from teachers and parents.

We continue to look for better ways of delivering education and services. The new virtual school called LearnNow BC, the Rural Educators' network and the Shared Services website

are just some of the new ways we are doing business differently as we transform education in the province.

The goals and performance measures established in our service plan will help us to improve our education system and bring greater opportunities for British Columbians.

The Ministry of Education's 2007/08 – 2009/10 Service Plan was prepared under my direction, in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared. All material fiscal assumptions and policy decisions as of February 15, 2007 have been considered in preparing the plan and I am accountable for achieving the specific objectives in the plan.



Honourable Shirley Bond
Minister of Education and Deputy Premier
Minister Responsible for Early Learning and Literacy

February 15, 2007

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Ministry Overview

Purpose of Ministry

The Ministry provides leadership and funding, develops policy and legislation, oversees system governance, sets results-based standards, develops accountability frameworks, monitors performance and reports results for the K – 12 education system. Government expanded the mandate of the Ministry of Education in 2005 to include literacy, early learning and public libraries. With these additional responsibilities, the Ministry has the scope to deliver a wider range of education services.

Legislation

The roles and responsibilities of the Ministry and its partners are set out under the *School Act*, the *Teaching Profession Act*, the *Independent School Act*, the *Library Act* and accompanying regulations.

Clients

- The K – 12 education system serves approximately 560,000 public school students[1] approximately 65,000[2] independent school students and more than 2,800 home-schooled children.[3] Of the public school students there are about 61,000 students who are Aboriginal, and about 3,750 students (who have a Charter right to a Francophone education) who are enrolled in Conseil scolaire francophone de la Colombie-Britannique.

Partners[4]

- The Ministry of Education co-governs K – 12 education with school boards and independent school authorities — education services are delivered locally through school boards, public schools and independent schools.
- The Public Library Services Branch of the Ministry provides leadership and support to public libraries. Across British Columbia, there are 241 public library branches operating under the governance of 72 library boards, and 3 library federations. Together, these public libraries serve nearly 98 per cent of British Columbians.
- Literacy services are delivered in partnership with public libraries, communities, school districts and schools.

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[1] This figure represents full-time equivalent enrollment for the 2006/07 school year. Full-time equivalent enrollment represents the number of students who attend school full-time (for example, two students who attend half-time equal one full-time student).

[2] This figure represents full-time equivalent enrollment for the 2006/07 school year.

[3] The number of home-schooled children refers to the combination of public and independent school students who were registered as home-schoolers for the 2006/07 school year.

[4] http://www.bced.gov.bc.ca/annualreport/2007/educ_part.pdf.

- Early learning services are delivered in collaboration with other ministries (including the Ministry of Children and Family Development and the Ministry of Health), agencies and organizations.

Vision, Mission and Values

Vision

The Ministry's vision is to make B.C. the best-educated, most literate jurisdiction on the continent.

Mission

The mission of the Ministry of Education is to set the legal, financial, curricular and accountability frameworks so as to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous, sustainable economy.

Values

The Government of British Columbia believes that the highest standards of conduct among public service employees are essential to maintain and enhance the public's trust and confidence in the public service. The Ministry is committed to carrying out its mandate in accordance with the key values listed below:

Quality: To support the achievement of all students within a quality education system.

Service: To provide high levels of service for students, the public, education partners, ministry colleagues, and government.

Collaboration: To promote collaborative and respectful approaches to communication and decision-making, both internally and externally.

Integrity: To behave with integrity and fairness, and promote relationships of mutual trust and confidence.

Excellence: To strive for excellence in all aspects of our work, and acknowledge each other's contributions.

Strategic Context

Like any large organization, the Ministry of Education is influenced by the social, economic, cultural and political forces that are part of everyday life in British Columbia. Factors such as the number and location of students, an aging population, labour relations, poverty levels, children's health, and the special needs of children all impact the education system.

Examination of the Ministry's risks and opportunities helps to identify those factors that are likely to affect the Ministry's success in achieving its goals, and allows the Ministry to take advantage of opportunities or to take steps to minimize negative impacts.

- British Columbia's students perform very well compared to other Canadian and international jurisdictions.
- B.C.'s economy is booming and as a result, skilled trades workers are in high demand.
- Government is working collaboratively with its partners through shared expertise and education initiatives such as the Western and Northern Canadian Protocol, which will benefit member jurisdictions. A memorandum of understanding with Alberta allows both governments to collaborate, realize efficiencies, and enhance economic development.
- The Aboriginal population in British Columbia is young and growing at a faster rate than the non-Aboriginal population.
- The number of children identified in special needs categories that qualify for supplemental funding in British Columbia continues to grow, notably for children requiring intensive interventions and supports.
- A growing proportion of our students require English as a Second Language (ESL) services, however these students are more likely to graduate than non-ESL students.
- There are a significant number of children (25 per cent) who are not ready for school when they start Kindergarten — this results in students who are likely to have difficulty in school in the future.
- Declining Enrolment — Between 2000/2001 and 2006/07, enrolment has declined by approximately 42,500 students. In fact, over the next five years enrolment is expected to decline by another 30,000 students, decreasing by about 6,000 students each year. While the Ministry has no control over student enrolment numbers, declining student enrolment requires active management by school boards.
- Child obesity rates are increasing dramatically, as are incidences of Type II Diabetes.
- The education system does not perform well in serving some groups — Aboriginal students are the most visible example. There is still a significant difference in the achievement levels of Aboriginal and non-Aboriginal students.

Key Strategic Issues — focus for the next three years

For the 2007/08 - 2009/10 planning period, the Ministry of Education will continue to focus on the key strategic priorities identified in the 2006/07 - 2008/09 Service Plan.[5]

- **Literacy**

Literacy remains a strategic priority for the Government and for the Ministry. Results from the latest Statistics Canada *International Adult Literacy and Skills Survey*[6] show that although British Columbia, along with the Yukon, Alberta and Saskatchewan, had average scores that were significantly higher than the national average in all four of the literacy domains tested, 40 per cent of adults in B.C. scored below the desired proficiency level for "prose literacy."[7] This means that two-fifths of our population does not have sufficient reading skills required to do everyday tasks, such as completing forms, or researching information on the internet. People with inadequate reading skills have reduced earning potential and are not able to participate fully in a knowledge society.

- **Obesity**

The rate of obesity continues to increase among Canadian children and youth. In the *1998/99 National Longitudinal Survey of Children and Youth*, more than one-third of Canadian children were classified as overweight and 18 per cent as obese.[8] Obesity is more common (25 per cent) in children living in families with incomes below the low income cut-off than those above (16 per cent). Fewer obese children (38 per cent) were active compared to non-obese children (47 per cent) and many obese children go on to become obese adults. As a result, these individuals experience a heightened risk of cardio- and cerebral-vascular diseases, type II diabetes, certain cancers and many musculoskeletal disorders.[9]

- **Early Learning**

It is widely recognized that early learning experiences and development play a major role in a child's later academic success. Currently, approximately 25 per cent of children are not ready to learn when they enter Kindergarten.[10] Early learning is also critical to higher levels of literacy skills later in life. The Ministry of Education, along with other ministries and community partners, will continue to focus on a wide range of initiatives and programs to improve early learning outcomes and help prepare children for success in school.

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[5] To view changes from 2006/07 - 2008/09 Service Plan to 2007/08 - 2009/10 Service Plan please see: http://www.bced.gov.bc.ca/annualreport/2007/changes.pdf.

[6] http://www.statcan.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4406&lang=en&db=IMDB&dbg=f&adm=8&dis=2.

[7] Please see International Adult Literacy and Skills Survey Assessment Scale on page 29.

[8] Statistics Canada 2002. National Longitudinal Survey of Children and Youth.

[9] *An Ounce of Prevention. A Public Health Rationale for the School as a Setting for Health Promotion: A Report of the Provincial Health Officer,* P.R.W. Kendall. 2003.

[10] *The British Columbia Atlas of Child Development (Human Early Learning Partnership)*; Paul Kershaw, Lori Irwin, Kate Trafford, and Clyde Hertzman. 2005.

Core Business Areas

To achieve its goals and objectives, the Ministry of Education focuses on the following core business areas:

1. Education Programs — This core business area provides funding to school boards, independent schools, partner groups and societies in support of K – 12 education, early learning and literacy.

2. Debt Service and Amortization — The Ministry provides funding to school boards to finance capital projects, including seismic upgrades, renovations, expansions, new facilities, and buses. As well, it is responsible for debt service and amortization costs.

3. Public Libraries — As legislated under the *Library Act*, the Ministry provides leadership, advice, training, funding, and programs to the public library system.

4. Management Services — This core area provides corporate services to operating programs, including financial, budget, human resources, information management, administrative services, freedom of information and privacy services, and general services and assistance for the Ministry of Education and the Ministry of Advanced Education (including boards, agencies and commissions supported by these two ministries).

Details linking the Ministry's Information Management and Information Technology strategies to its business objectives are available in the Information Resource Management Plan Overview, which can be found on the Ministry website at: http://www.bced.gov.bc.ca/annualreport/2007/irmp.pdf.

5. Executive and Support Services — This core business area provides executive direction for the Ministry and management and program support for K – 12 education, early learning and literacy. As well, this area provides support for the office of the Minister of Education, and includes salaries, benefits, allowances, and operating expenses of the Minister and Minister's staff.

New Relationship

The Government of British Columbia is leading the nation in developing a New Relationship with First Nations and Aboriginal people. Guided by principles of trust, and by recognition and respect for First Nations' rights and title, we are building a stronger and healthier relationship between government and Aboriginal people. By working together, we will bring tangible social and economic benefits to Aboriginal people across the Province and narrow the gap between Aboriginal people and other British Columbians.

The Ministry of Education supports the New Relationship by enhancing achievement for Aboriginal students. School completion rates and achievement levels for Aboriginal students are much lower than they are for the student population as a whole — by 2015/2016 the Ministry's target is for the Aboriginal completion rate to be the same as the overall completion rate. The Ministry is fully committed to improved achievement for Aboriginal students and to building a new relationship with Aboriginal people.

In July 2006, a significant step was taken to enhance First Nations' education in the Province with the signing of the British Columbia First Nation Education Agreement, which establishes a process for the recognition of First Nations' jurisdiction over First Nations' education. It is intended that through this agreement, First Nations' governance over education will ensure culturally relevant programs and enhance the achievement levels of First Nations' learners.

As well, the Ministry will continue to work with school districts and Aboriginal communities with the intention of having Aboriginal Education Enhancement Agreements completed and implemented in all school districts by the end of year 2007. Enhancement Agreements highlight the importance of academic performance and stress the integral nature of Aboriginal traditional culture and languages to Aboriginal student development and success. Enhancement Agreements are intended to continually improve the quality of education achieved by all Aboriginal students. Currently in B.C., there are 31 completed Enhancement Agreements; 16 Enhancement Agreements in the draft stage; and 13 Enhancement Agreements in the planning stage.[11]

[11] These figures are accurate as of February 2007.

Goals, Objectives, Strategies and Results

Overview

Ministry Goals

The Ministry of Education has three main goals:

1. Improved student achievement -- the Ministry and its education partners will continue to focus on improving student achievement.
2. A high quality education system — the Ministry will continue to focus on access and choice for all students, improved service delivery for clients, and a continued emphasis on accountability.
3. Improved literacy for all British Columbians — the Ministry and community partners will work to improve literacy among all age groups across the province.

Linkage to the Five Great Goals

The essential work of the Ministry is primarily aligned with the first three of the Government's Five Great Goals, and is fundamental to the successful attainment of those goals, as outlined below.

1. Make British Columbia the best-educated, most literate jurisdiction on the continent.

To support the Province's literacy goal, the Ministry will continue to focus on improving student achievement. As well, the Ministry will continue to work with partners to help prepare children for school. Early learning success can also pave the way for increased levels of literacy later in life. Poor reading skills make it difficult to complete everyday tasks such as online banking, using the internet, or reading the newspaper — full and meaningful participation in a knowledge society is denied to those with inadequate reading skills.

2. Lead the way in North America in healthy living and physical fitness.

To support the Government's health goal, the Ministry will focus on promoting Healthy Schools through key strategies related to the ActNow BC initiative. Specifically, the Ministry will focus on decreasing tobacco use in youth, increasing physical activity levels for K - 12 students, promoting healthy eating habits and implementing new curriculum for Health and Career Planning K - 7.

3. Build the best system of support in Canada for persons with disabilities, those with special needs, children at risk, and seniors.

The Ministry is working to ensure that the most vulnerable members of society, including children and youth with special needs or with disabilities, have the support they need to participate and succeed in all aspects of society. The Ministry is committed to the

Government's Citizen-Centred Service Delivery initiative and to finding ways to improve services for its clients. Examining ways to streamline services for children with special needs into a single point of contact, for example, is one way to remove barriers that might impede success.

Cross Ministry Initiatives

The Ministry of Education continues to work collaboratively with other ministries, community partners, agencies and government organizations in support of a number of Government's priority initiatives including:

Literacy

The Government of British Columbia has set a goal to make B.C. the best-educated, most literate jurisdiction on the continent. To be considered literate, a person has sufficient reading skills to understand and process printed information encountered in everyday activities. The Ministry of Education is leading the development and implementation of the Provincial Literacy Action Plan — ReadNow BC — to help British Columbians improve their reading skills.

The plan, which outlines the steps needed to help British Columbians improve their reading skills, is based on a cross ministry approach to coordinating policy, funding, programs and services. To meet these objectives, the Ministry will work with other ministries, public libraries, and community partners.

The Ministry of Education is responsible for a number of literacy related initiatives. For more details, please visit the Ministry website at http://www.bced.gov.bc.ca/literacy/.

ActNow BC

ActNow BC, led by the Ministry of Tourism, Sport and the Arts, combines cross government and community-based approaches to promote healthy living choices for British Columbians. The programs and initiatives champion healthy eating, physical activity, ending tobacco use, and healthy choices during pregnancy.

The Ministry of Education, the Ministry of Agriculture and Lands, and the Ministry of Health work in collaboration with the Minister of State for ActNow to promote physical activity, healthy eating, and a reduction of harmful behaviours (such as smoking and substance abuse).

StrongStart BC

StrongStart BC is a government cross ministry initiative to support the healthy development and early learning of children (birth to six). Priorities for the early years include early diagnosis for hearing, sight and dental problems; booster seat awareness; informing parents of the link between early childhood physical education and skill development; new "StrongStart Centres" for early childhood education; and language and cultural opportunities for Aboriginal children.

The Ministry is working collaboratively with the Ministry of Children and Family Development on programs for early childhood development and early learning. The ministries also work closely with the Ministry of Health on initiatives for children under the age of six, such as Ready, Set, Learn (which helps prepare three-year-olds for school), and early screening for vision, hearing and dental health.

Crystal Meth

Government's Crystal Meth Strategy, led by the Ministry of Public Safety and Solicitor General, targets the use and production of Crystal Meth through an integrated framework that strengthens partnerships amongst communities, service providers and law enforcement agencies. The Crystal Meth Secretariat was established in 2005 to support new and continuing initiatives based on prevention, treatment and enforcement.

To support the increased public awareness and education component of the Crystal Meth Framework, an Education Working Group was established with parents, addictions experts, and representatives from three school districts. Crystal Meth educational resources have been developed in consultation with a student advisory committee, teachers, parents and Crystal Meth addiction experts.

Regulatory Reform

British Columbia continues to make regulatory reform a priority across government, making it easier for businesses to operate and succeed in British Columbia, while still preserving regulations that protect public health, safety and the environment. A citizen-centred approach to regulatory reform will reduce the number of steps it takes to comply with government requirements or access government programs and services.

As of June 2004, the Ministry of Education met and exceeded its three-year deregulation target. Following the May 2005 election, the June 2004 baseline count was adjusted to 21,095 to incorporate the regulations related to the added responsibilities for early learning, literacy and libraries. The Ministry is committed to not exceed this baseline count through to 2008/09.

The Ministry is conducting an ongoing review and revision of curriculum contained in Integrated Resource Packages. The primary objective of this review is to ensure that teachers and students have current curriculum while maintaining and improving the high level of provincial student achievement. To date, this curriculum review has resulted in significant reductions to the Ministry's regulatory count, and further reductions are anticipated.

Citizen-Centred Service Delivery

Citizen-centred service delivery is a government-wide initiative to coordinate information, programs and services so that they can be presented to citizens in a way that takes their needs into account from beginning to end. The vision is to make it possible for citizens to access the government information and services they need in a simple and timely

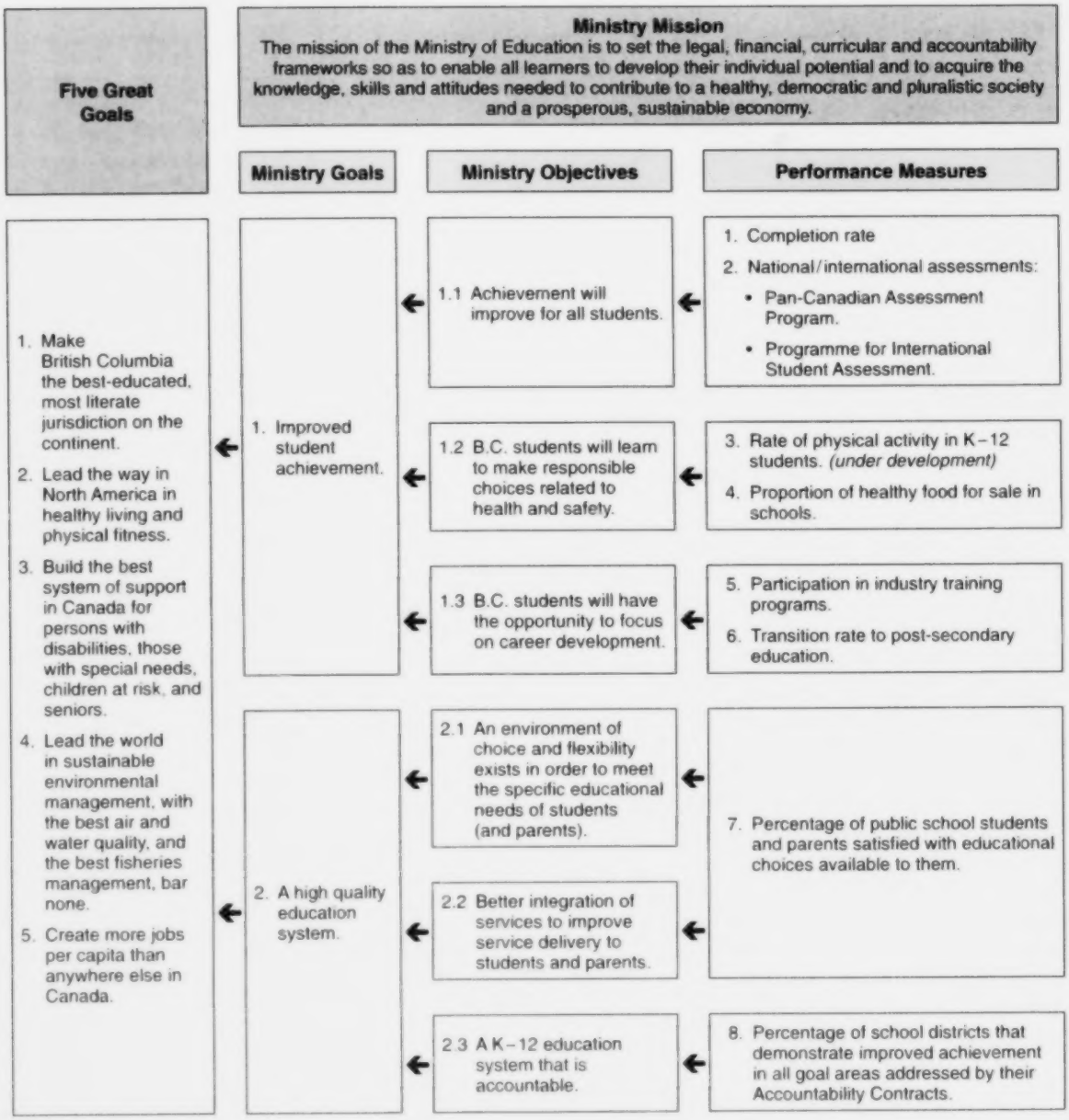
manner with a phone call, a mouse click or a visit to a service centre, no matter how many programs or ministries are involved in their request.

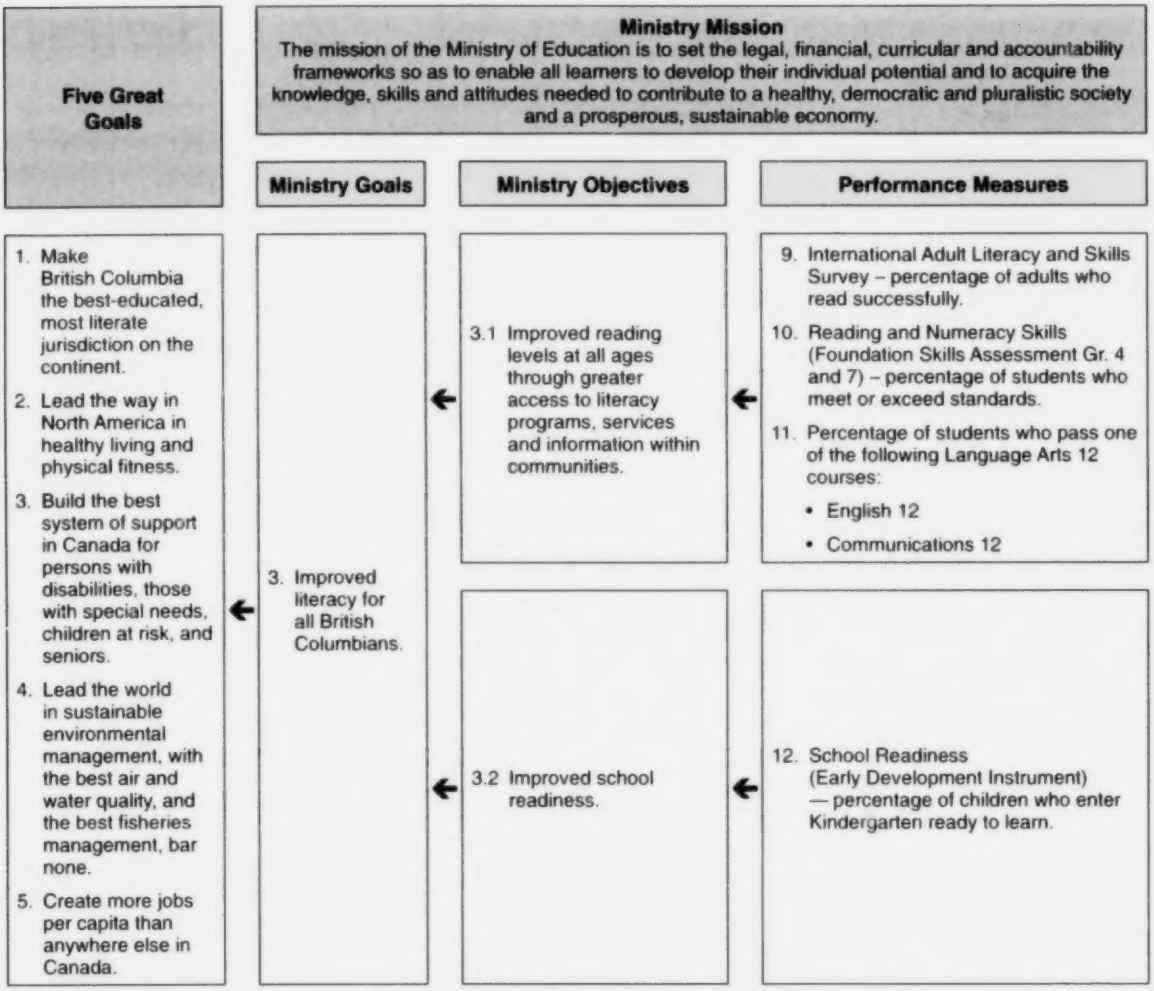
The Ministry supports the initiative through a number of measures and programs, including:

- ***Satisfaction Survey*** — On a yearly basis, the Ministry asks students, parents, teachers, and school staff about their satisfaction with key aspects of the education system.
- ***School Community Connections*** — This program encourages partnerships between schools and local governments to greater utilize school facilities for broader community purposes, promoting sustainable and innovative collaboration between school boards and local governments and taking into account the needs of the community as a whole.
- ***Students with special needs*** — The Ministry of Education, the Ministry of Health, and the Ministry of Children and Family Development are working collaboratively on the development of an integrated approach to planning and service delivery for children and youth with special needs.
- ***Public Libraries e-government*** — Through partnerships between the provincial government and public libraries, the general public will have easier and more streamlined access to government information.
- ***AskAway*** — In partnership with public and post-secondary libraries, the AskAway virtual reference service allows British Columbians to obtain the information they need from a real librarian in real time using a simple live chat format — no matter where they live in the province.
- ***BC Enterprise Student Information System*** — The system provides schools and school districts with an integrated web-based system to manage student information throughout the Province. The system replaces 25 different systems in schools across B.C.

Performance Plan

Performance Plan Summary Table


Five Great Goals
Ministry Mission
The mission of the Ministry of Education is to set the legal, financial, curricular and accountability frameworks so as to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous, sustainable economy.
Ministry Goals
Ministry Objectives
Performance Measures
1. Make British Columbia the best-educated, most literate jurisdiction on the continent.
2. Lead the way in North America in healthy living and physical fitness.
3. Build the best system of support in Canada for persons with disabilities, those with special needs, children at risk, and seniors.
4. Lead the world in sustainable environmental management, with the best air and water quality, and the best fisheries management, bar none.
5. Create more jobs per capita than anywhere else in Canada.
1. Improved student achievement.
1.1 Achievement will improve for all students.
1. Completion rate
2. National/international assessments:
• Pan-Canadian Assessment Program.
• Programme for International Student Assessment.
1.2 B.C. students will learn to make responsible choices related to health and safety.
3. Rate of physical activity in K–12 students. (under development)
4. Proportion of healthy food for sale in schools.
1.3 B.C. students will have the opportunity to focus on career development.
5. Participation in industry training programs.
6. Transition rate to post-secondary education.
2. A high quality education system.
2.1 An environment of choice and flexibility exists in order to meet the specific educational needs of students (and parents).
2.2 Better integration of services to improve service delivery to students and parents.
7. Percentage of public school students and parents satisfied with educational choices available to them.
2.3 A K–12 education system that is accountable.
8. Percentage of school districts that demonstrate improved achievement in all goal areas addressed by their Accountability Contracts.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4. Lead the world in sustainable environmental management, with the best air and water quality, and the best fisheries management, bar none.
5. Create more jobs per capita than anywhere else in Canada.
3. Improved literacy for all British Columbians.
3.1 Improved reading levels at all ages through greater access to literacy programs, services and information within communities.
3.2 Improved school readiness.
9. International Adult Literacy and Skills Survey – percentage of adults who read successfully.
10. Reading and Numeracy Skills (Foundation Skills Assessment Gr. 4 and 7) – percentage of students who meet or exceed standards.
11. Percentage of students who pass one of the following Language Arts 12 courses:
• English 12
• Communications 12
12. School Readiness (Early Development Instrument) — percentage of children who enter Kindergarten ready to learn.

Goal 1: *Improved Student Achievement*

Continuous improvement in student achievement refers to both academic achievement (including reading, writing, numeracy, and computer skills) and non-academic achievement, such as learning to make responsible choices related to health and safety, and demonstrating the qualities of good citizenship. Improved student achievement will result in students demonstrating progress in academic performance in the K – 12 education system, and being knowledgeable about health and safety. Well educated citizens are better able to meet the demands of a modern economy, and are more likely to become productive, participating members of society.

In order to make progress on overall student achievement, there will have to be significant improvement for vulnerable students. Aboriginal students, for example, have much lower completion rates than the overall student population — less than 50 per cent of Aboriginal students complete secondary school. The target for Aboriginal completion rates is to close the gap by 2015/16, and have Aboriginal student achievement on par with the overall student population.

Core Business Areas: *All*

Objective 1.1: *Achievement will improve for all students.*

Strategies

- To assess, monitor, and report student achievement levels[12] on:
  - — Overall student population; and
  - — Aboriginal students.
- To improve Aboriginal achievement by supporting school districts as they complete and implement Aboriginal Education Enhancement Agreements and to share information and best practices among school districts and other jurisdictions.

Performance Measure 1: *Completion rate*[13]

The school completion rate is determined by calculating the percentage of students who graduate with a Dogwood Diploma within six years of starting Grade 8 for the first time in a B.C. public or independent school.[14] The completion rate was chosen as a key performance measure because it is tangible evidence that students have succeeded in the K - 12 education system, and because it allows students to make a successful transition to the next stage of their life — either post-secondary education or the workplace. Young adults have a far better chance of making a successful transition if they complete the graduation requirements and receive a secondary school graduation diploma. Lack of a secondary school diploma, in turn, gives rise to all the costs that result from failure to complete secondary school, such as higher unemployment costs, higher rates of incarceration, higher rates of welfare dependence, and a higher incidence of chronic health problems. All of the costs associated with failure to graduate put unnecessary pressure on Government resources, and put the Government's economic and social goals at risk.

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[12] Student achievement levels are available for a number of student sub populations, including Aboriginal, non-Aboriginal, ESL, French immersion, and by gender on the Ministry website at http://www.bced.gov.bc.ca/reporting/grad/grad-rpt.php.

[13] For information on Data Confidence for all performance measures, please see: http://www.bced.gov.bc.ca/annualreport/2007/data_conf.pdf.

[14] Calculation of the Completion Rate requires an estimate for out migration from B.C. This estimate cannot be generated at the school level, therefore the Completion Rate is available only at District and Provincial level.

Performance Measure	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Actual	2006/07 Forecast	2007/08 Target	2008/09 Target	2009/10 Target	2015/16 Target
1. Completion rate:									
Overall	79%	79%	79%	79%	80%	81%	82%	83%	85%
Aboriginal	46%	46%	48%	47%	49%	53%	58%	60%	85%

Data Sources

- Source: Data for completion rates are based on the Ministry of Education's 1701 form, student transcripts, and provincial exams.
- Year: Data for the 2005/06 results are from the 2005/06 school year.
- To improve the ability of the public, stakeholders, and partners to assess the Ministry's progress in achieving its goals, the reporting format has changed from reporting results for sub-categories to reporting results only on the overall categories.

Changes

Aboriginal completion rate targets for 2006/07 and 2007/08 were adjusted to take into account the 2005/06 data (which was not yet available when the targets were developed):

- 2006/07 Aboriginal completion rate: Previous target – 51%
  Revised forecast – 49%
- 2007/08 Aboriginal completion rate: Previoustarget – 55%
  Revised forecast – 53%

Performance Measure 2: *National and International Assessments:*

- **Programme for International Student Assessment**
- **Pan-Canadian Assessment Program**[15]

At the international level, British Columbia participates in the Programme for International Student Assessment.[16] Initiated by member countries of the Organization for Economic Cooperation and Development, this assessment provides policy-oriented international indicators of the skills and knowledge of 15-year-old students.

The Ministry will focus on two of the Programme for International Student Assessment's literacy-related subject areas — Reading and Mathematics. This assessment is a valuable tool, as it assesses students as they near the end of mandatory schooling, to ascertain whether they are able to analyze, reason, and communicate effectively, and whether they can demonstrate the capacity for life-long learning.

As B.C. continues to compete in the global economy, it is important that our education system be able to provide graduates with the skills and knowledge to compete at the highest level, and meet the requirements of the labour market. By comparing the achievement of students in B.C. with that of students in other provinces, the Ministry of Education is able to see how well our education system performs in relation to other Canadian jurisdictions.

[15] The School Achievement Indicators Program, a cyclical program of pan-Canadian assessments of student achievement in mathematics, reading and writing, and science was conducted by the Council of Ministers of Education, Canada between 1993 and 2004. This program was replaced by the Pan-Canadian Assessment Program whose first assessment is scheduled for the spring of 2007. The Pan-Canadian Assessment Program will continue to assess performance in the same three core subjects as its predecessor but will have room for other subjects to be added as the need arises.

[16] For more information on the Programme for International Student Assessment, please visit: http://www.pisa.oecd.org.

The latest 2003 Programme for International Student Assessment results show that 75 per cent of B.C. students (15-year-olds) have the reading abilities they need to thrive in a knowledge-based society, while 74 per cent have the necessary mathematics skills.[17] The 2015/16 target is to be a national leader in academic performance and improve B.C.'s world ranking. Out of 41 countries (including the US) and 10 provinces, B.C. is currently ranked third overall in Reading, fifth in Mathematics and sixth in Science and Problem-solving. Among the provinces, B.C. is ranked second behind Alberta.

A concern with using the Programme for International Student Assessment as a measure is that it does not assess all skill areas annually. Assessments are administered on a longer cycle that may not accommodate a timely policy response. The last assessment was administered in 2006, with the results available in 2007.

Performance Measure	2003/04 Actual	2004/05 Actual	2005/06 Actual	2006/07 Actual or Forecast	2007/08 Target	2008/09 Target	2009/10 Target
2. National and international assessments: • Pan-Canadian Assessment Program • Programme for International Student Assessment	Programme for International Student Assessment 2003 (administered Spring 2003)	For 2004/05, the Ministry reported on the School Achievement Indicators Program. These results are not comparable to Programme for International Student Assessment results	In both Mathematics and Reading, B.C. ranks second among the 10 participating provinces (Results are from Programme for International Student Assessment 2003)	Programme for International Student Assessment 2006 (administered Spring 2006)	Target: to continue to be a national leader in academic performance and improve B.C.'s world ranking • Programme for International Student Assessment 2006 results will be released in November 2007 • First Pan-Canadian Assessment Program assessment administered Spring 2007, with the results expected to be released in late 2007 • Programme for International Student Assessment 2009 (administered Spring 2009)		

[17] *Measuring up: Canadian Results of the Organization for Economic Co-operation and Development PISA Study* (HRSD Canada) 2003.

PISA Average Score	Mathematics	Reading
Alberta	549	543
British Columbia	538	535
Quebec	537	525
Ontario	530	530
Manitoba	528	520
Newfoundland and Labrador	517	521
Saskatchewan	516	512
Nova Scotia	515	513
New Brunswick	512	503
Prince Edward Island	500	495

Data Sources

- Source: The Programme for International Student Assessment is coordinated by the Organization for Economic Co-operation and Development. In Canada, Statistics Canada and the Council of Ministers of Education, Canada oversee administration, data collection, analysis, storage and reporting.
- Year: The Programme for International Student Assessment was administered in 2003, and the results were made available publicly in 2004.

Objective 1.2: *B.C. students will learn to make responsible choices related to health and safety.*

Strategies

- To focus on Healthy Schools by:
  - — Continuing to expand Action Schools! BC;[18]
  - — Continuing to implement B.C.'s new *Guidelines for Food and Beverage Sales In B.C. Schools 2005;*[19]
  - — Assessing and reporting out on progress made in achieving the Government's goal of eliminating the sale of junk food in B.C. schools;
  - — Developing a provincial network of Healthy Schools;[20]
  - — Working in partnership with the Ministry of Agriculture and Lands and the Ministry of Health to implement and evaluate the School Fruit and Vegetable Snack Program;
  - — Developing new teacher and student learning resources related to healthy eating and physical activity;

[18] http://www.actionschoolsbc.ca/content/home.asp.

[19] http://www.bced.gov.bc.ca/health/guidelines_sales.pdf.

[20] http://www.bced.gov.bc.ca/health/welcome.htm.

- — Implementing new teacher and student resources to combat the use of Crystal Meth;
- — Publishing and distributing, for implementation by B.C. schools, the new curriculum on Health and Career Planning K-7; and
- — Publishing, distributing and supporting the implementation in B.C. schools of the new Physical Education Curriculum K-7.

- To elevate the profile of school safety by holding school districts accountable to the standards outlined in *Safe, Caring and Orderly Schools — A Guide.*

Performance Measure 3, under development: *Rate of physical activity in K-12 students.*

Physical activity is one of the key components of the ActNow BC initiative — it helps to prevent obesity related illnesses later in life, as well as helping to improve learning outcomes for students. Students in Grades 3/4, 7, 10 and 12 will be asked about their level of physical activity in the Ministry's Annual Satisfaction Survey.[21] *Canada's Physical Activity Guide to Healthy Active Living for Children and Youth*[22] recommends a minimum of 90 minutes of physical activity every day. This measure assesses the percentage of children who are physically active 30 minutes per day since students on average spend just under one third of their day in the school setting, five days a week. This measure also allows the Ministry, schools, and school districts to assess the effectiveness of strategies to promote physical activity.

Performance Measure	2004/05 Actual	2005/06 Actual	2006/07 (Baseline)	2007/08 Target	2008/09 Target	2009/10 Target	2015/16 Target
3. Rate of physical activity in K-12 students (percentage of students who exercise for at least 30 minutes per day, five days a week)	*N/A*[1]	*N/A*	*Due to change in the question, baseline data will be available in Summer 2007 (see below)*	*Targets are under development*			

Data Sources

- *Source: Annual Satisfaction Survey, Ministry of Education.*
- *Year: N/A (no data to report).*

Changes: *In the 2005/06 Satisfaction Survey, students were asked if they engaged in moderate to intense exercise for at least 20 minutes per day, five days per week. In the 2006/07 Satisfaction Survey, students were asked if they engaged in moderate to intense exercise for at least 30 minutes per day, five days a week. This change was made to bring students in line with* Canada's Physical Activity Guide to Health *and* Active Living for Children and Youth, *which recommends:*

- *For* optimal *health benefits, children should engage in 90 minutes of physical activity every day.*

[1] *Data not available — this measure was first introduced in the 2006/07-2008/09 Service Plan.*

[21] The question — "In the past week (seven days) how many days did you exercise or participate in physical activities for at least 20 minutes that made you sweat or breathe hard, such as soccer, running, dancing, swimming, bicycling or similar aerobic activities?" — was first included in the online version of the 2005/06 Satisfaction Survey.

[22] http://www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/index.html .

Performance Measure 4: *Proportion of healthy food for sale in schools.*

This measure was chosen because it supports the Ministry's objective of promoting health in B.C.'s schools, and indicates, in conjunction with other performance measures, how much progress has been made in meeting the Government's great goal of leading the way in North America in healthy living and physical fitness. As well, it supports the healthy eating component of the Government's ActNow initiative, which is designed to make British Columbia the healthiest jurisdiction to ever host the Olympic and Paralympic Games.

To monitor and report on progress in eliminating unhealthy foods and beverages sold in schools, the Ministry will continue to collect data on the percentage of healthy foods sold in B.C. schools. A survey (scheduled for Spring 2007) will gauge the impact of the *Guidelines for Food and Beverage Sales In B.C. Schools 2005*, which were introduced in November 2005 to support schools in offering healthier choices. The survey will measure progress against data collected in Spring 2005, which captured the percentage of healthy and less healthy foods sold in the school setting.

One of the risks in using data on food sold in the school setting to measure healthy eating is that students can still bring their own less than healthy snacks, or purchase them off-site. As well, the data only represent those schools which respond to the surveys.

Performance Measure	2004/05 Actual	2005/06 Baseline	2006/07 Target	2007/08 Target	2008/09 Target	2009/10 Target	2015/16 Target
4. Proportion of healthy food for sale in schools:[1]							
Beverage Vending Products	N/A[2]	32%	50%	70%	90%	100%	100%
Snack Vending Products		28%	40%	60%	80%	100%	100%

Data Sources

- Source: *School Food Sales and Policies Provincial Report*, Ministry of Education and Ministry of Health.
- Year: the data were collected during the 2005/06 school year.

Changes

- In order to focus on strategic goal-level performance measures, this indicator was discontinued in the *2006/07–2008/09 Service Plan*. However, encouraging healthy eating continued to be a key priority for achieving the Government's strategic goals, and for the Ministry, in continuing its focus on Health-Promoting Schools.
- However, in the *2007/08–2009/10 Service Plan*, this measure was re-instated to reflect the Ministry's commitment to eliminating the causes of childhood obesity, and to Healthy Schools.

[1] The definition of healthy food is aligned with the *Guidelines for Food and Beverage Sales in B.C. Schools 2005*.

[2] Data not available — measure introduced in the *2005/06–2007/08 Service Plan Update — September 2005*.

Notes

- Participation in the provincial report was voluntary. Figures are based on responses from participating schools.
- Response rates by school category were as follows:
  - Elementary: 868 of 1,202 schools.
  - Middle: 86 of 109 schools.
  - Secondary: 215 of 332 schools.
- Vending machines (beverage and snack) are more common in middle and secondary schools than in elementary schools.

Objective 1.3: *B.C. students will have the opportunity to focus on career development.*

Strategies

- To ensure that all students are exposed to the concept of career development and career exploration.
- To provide, as part of the Graduation Program, opportunities for students to practice skills that can be used for employment.
- To provide occupation specific training opportunities for students who plan to enter the workforce directly after Grade 12.

Performance Measure 5: *Participation in industry training programs.*

This indicator measures the number of students who participate in the Secondary School Apprenticeship program and Accelerated Credit Enrolment in Industry Training program. Skilled trades programs provide valuable and rewarding training to students. The number of students participating in these programs indicates the success of the education system in attracting students to a career in the trades sector.

As there are challenges in recruiting skilled trades workers, attracting students to the trades sector and providing them with the opportunity to learn relevant skills is critical in order for Government to meet the requirements of the labour market.

Performance Measure	2003/04 Actual (Baseline)	2004/05 Actual	2005/06 Actual	2006/07 Forecast	2007/08 Target	2008/09 Target	2009/10 Target	2015/16 Target
5. Participation in industry training programs:								
Secondary School Apprenticeship program	508	727	1431	1500	1700	1900	2000	2000
Accelerated Credit Enrolment in Industry Training programs	589	1822	2309	3000	4000	5000	6000	8000

Data Sources

- Source: Ministry of Education, Transcripts data and Industry Training Authority data.
- Year:
  - — The Secondary School Apprenticeship program data for 2003/04 and 2004/05 are accurate as of September 30 for each year (2003 and 2004 respectively). These data represent a snapshot of the number of students participating in the program at the moment the count was taken.
  - — TheSecondary School Apprenticeship data for 2005/06 were collected continuously during the 2005/06 school year (from July 1, 2005 to June 30, 2006). These data represent all students who participated in the program during this time period.

Performance Measure 6: *Transition rate to post-secondary education.*

As one of the key objectives of the education system is to prepare students for full and meaningful participation in society, it is important to measure the rate at which students move from graduation to post-secondary education. Transition rates are an indicator of both overall student achievement and of the success of the Ministry in preparing students for life after graduation.

The Graduate Transition Survey[23] is meant to create a transition picture of British Columbia secondary school graduates going into post-secondary education. Survey results offer information about graduates' main transition activity during the past year and what they predict their main activity will be in the upcoming year. The survey also indicates graduates' level of satisfaction with their secondary school education and how it helped prepare them for either post-secondary studies or employment. Transition rates can be affected by factors such as the cost of tuition and the unemployment rate.

Performance Measure	2003/04 Actual	2004/05 Actual	2005/06 Actual	2006/07 Forecast	2007/08 Target	2008/09 Target	2009/10 Target	2015/16 Target
6. Transition rate to post-secondary education	69%	74%	72%	77%	79%	81%	83%	85%

Data Sources

- Source: Graduate Transition Survey data are from a telephone survey of approximately 1000 randomly selected recent graduates.
- Year: Fall 2006.

Notes

- This measure is defined here as having taken some post-secondary training.
- Post-secondary training includes four-year university degree programs, as well as diploma, apprenticeship and certification programs offered by colleges and institutes.

Goal 2: *A high quality education system*

The Government's great goal — To make British Columbia the best-educated, most literate jurisdiction on the continent — is based on the belief that to strive for excellence is a worthy ambition. To achieve excellence, it is necessary to cultivate a culture of excellence. The Ministry believes a high quality education system — with increased choice, flexibility and access, improved service for clients, and a continued emphasis on accountability — will result in high levels of student achievement.

Core Business Areas: *All*

[23] Results of the Graduate Transition Survey are available at: http://www.bced.gov.bc.ca/careers/gradtran/.

Objective 2.1: *An environment of choice and flexibility exists in order to meet the specific educational needs of students (and parents).*

Strategies

- Rural Education Strategy — to ensure that students, parents, and educators have equitable access to the educational programs and services they need, regardless of where they live in the province.
- Distributed Learning Strategy — to provide choice and equalization of access to education for all students through online instruction, as well as other delivery methods, such as paper-based correspondence material, or a hybrid model where students link to live virtual classrooms or video technology and also attend some in-school sessions.
- To support recent agreements which recognize First Nations' jurisdiction over on-reserve K – 12 education, ease transitions between the public and band school systems; and facilitate resource and information sharing between the public and band school systems.

Performance Measure 7: *Percentage of public school students and parents satisfied with educational choices available to them.*

In order to provide the best service and support possible, the Ministry annually collects opinions from students, parents and school staff on achievement, human and social development and safety. In the annual Satisfaction Survey parents and students are asked about their satisfaction with the educational choices available to them. The level of satisfaction of parents and students serves as a critical measure for assessing the overall performance of the education system. The data for this performance measure are useful for planning and decision-making at the school and district level, as they can be incorporated into school performance plans and school district accountability contracts.

This measure was chosen because it reflects the Ministry's commitment to service, and because it assesses the degree to which the education system is accessible, flexible and meets the needs of all students. The concern with using Satisfaction Survey data is that its accuracy may be impacted if participation rates are low. To encourage participation, the Ministry has made available online versions of the survey.

Performance Measure		2003/04 Actual	2004/05 Actual	2005/06 Actual	2006/07 Forecast	2007/08 Target	2008/09 Target	2009/10 Target	2015/16 Target
7. Percentage of public school students and parents satisfied with educational choices available to them	Parents	69%	70%	70%	70%	71%	73%	76%	85%
	Students	47%	48%	47%	49%	50%	51%	54%	85%

Data Sources

- Source: Annual Satisfaction Survey, Ministry of Education, found at: http://www.bced.gov.bc.ca/reporting/surveys/sat-bas.php.
- Year: the data were collected during the 2005/06 school year.

Changes

In order to improve the ability of the public, stakeholders, and partners to assess the Ministry's progress in achieving its goals, the reporting format has changed from reporting results for sub-categories to reporting results only on the overall categories.

Objective 2.2: *Better integration of services to improve service delivery to students and parents.*

Strategies

- To continue to improve collaboration and cooperation with other ministries, agencies and organizations.
- To focus on enhancing connections between communities and schools in order to build community capacity and integrate services.

Objective 2.3: *A K–12 education system that is accountable.*

Strategies

- To continue to support parental involvement in School Planning Councils with online training modules, webcasts, and regional workshops.
- To continue to require all schools to prepare annual School Plans, and all school boards to prepare annual Accountability Contracts, with respect to improving student achievement. To continue to undertake District Reviews on a cyclical basis, and to provide an external review of districts' efforts in support of student achievement.
- To assess the progress of schools and school boards in meeting reporting requirements related to class size.
- To propose legislation establishing a Teachers' Employment Registry, administered by the College of Teachers, which publicly reports the names of teachers disciplined for misconduct involving emotional, physical, or sexual abuse.

Performance Measure 8: *Percentage of school districts that demonstrate improved achievement in all goal areas addressed by their Accountability Contracts.*

British Columbia's school boards are required, by legislation, to prepare and submit to the Minister an annual Accountability Contract with respect to improving student achievement. The purposes of Accountability Contracts[24] are:

- to focus school district attention and resources on improving student achievement;
- to detail the specific goals that school boards have set as they work to enhance student achievement and to describe the steps they are taking to achieve those goals; and
- to communicate these efforts to a variety of audiences.

Each school district, in completing its accountability contract, identifies areas for improvement, based on the needs of the students in the district. Goals, objectives and targets are developed for areas that need improvement. Each year, school districts are expected to report their progress in achieving the targets. In cases where a district did not meet its targets, the district is expected to outline how it will adjust its strategies in order to meet its targets in the following year. Demonstrating improvement in Accountability Contracts reflects the district's level of accountability to the public and its commitment to improving achievement for all students.

A concern with using this measure is that the reliability of district data may impact accuracy.

Performance Measure	2003/04 Actual	2004/05 Actual	2005/06 Actual	2006/07 Baseline	2007/08 Target	2008/09 Target	2009/10 Target
8. The percentage of school districts that demonstrate improved achievement in all goal areas addressed by their Accountability Contracts	N/A[1]	N/A	N/A	67%[2]	80%	87%	95%

Data Sources

- Source: District Review of Accountability Contract, Ministry of Education (school districts may use school, district, or provincial data).
- Year: the data were collected during the 2006/07 school year.

[1] Data not available — this is a new measure for the 2007/08 – 2009/10 Service Plan.

[2] In 2006/07, 97% of school districts reported improvement in some goal areas.

[24] For more information, please visit: http://www.bced.gov.bc.ca/policy/policies/accountability_framework.htm.

Goal 3: *Improved literacy for all British Columbians*

In order to address areas of the Ministry's mandate[25] that expand beyond the framework of the K - 12 education system, the Ministry added a third goal that focuses on literacy, public libraries, and early learning. Meeting the objectives of this goal will be instrumental in supporting the Government's first great goal, which is to make British Columbia the best-educated, most literate jurisdiction on the continent.

Core Business Areas: *All*

Objective 3.1: *Improved reading levels at all ages through greater access to literacy programs, services and information within communities.*

Strategies

- To improve literacy across all segments of society through collaboration and partnerships among public libraries and the education system (schools), post-secondary institutions and all levels of government by:
  - — Supporting literacy programs in public libraries by providing equity grants for projects such as early childhood reading programs; outreach services to the disadvantaged, the disabled and the elderly; and development of collections for the young, print-disabled and English as a second language readers;
  - — Implementing the "Every Child a Card" program by providing every K - 12 student in B.C. with the opportunity to receive a free public library card, whether or not they reside in a library service area; and
  - — Implementing e-government to provide all British Columbians free and equitable access to government information via the Internet.
- To improve literacy by facilitating access to information and services by:
  - — Building a province-wide virtual reference service — the "AskAway" initiative[26] combines the expertise of reference librarians from across the Province and makes quality reference service available online to all British Columbians;
  - — Implementing the B.C. OneCard system for all B.C. public libraries;
  - — Providing a core suite of licensed electronic information databases — this initiative benefits British Columbians by making available, anywhere in the Province, electronic reference materials covering a broad range of subjects, enabling users to carry out research when and where they choose;

[25] In alignment with the Government's new priorities following the provincial election in May 2005, the Ministry's mandate was expanded to include responsibility for public libraries, literacy, and early learning.

[26] http://www.askaway.org/.

— Fostering greater cooperation and collaboration among public libraries through the creation of library federations; collectively, libraries can offer more resources and services to their patrons;

— Supporting technology initiatives in public libraries by providing technology grants for projects such as increasing public Internet access, replacement of outdated hardware and updating software; and

— Supporting standards-based integrated library systems — this initiative will ensure users can access web-based library materials from a range of different devices (for example, personal computers, wireless handheld devices) and operating systems, thus broadening access. Additionally, standards-based systems make it easier for visually impaired patrons to access resources using various accessibility software applications.

Performance Measure 9: *International Adult Literacy and Skills Survey — percentage of adults who read successfully.*

The International Adult Literacy and Skills Survey is an international comparative study conducted to provide participating countries with information about the literacy skills of their adult populations. In 2003, the survey tested more than 23,000 Canadians on their proficiency in numeracy and literacy. The International Adult Literacy and Skills Survey measures the literacy and numeracy skills of a nationally representative sample of participants aged from 16 years to 65 years, from six participating countries and provides a useful benchmarking tool to help measure the Ministry's success in promoting adult literacy.

This measure was chosen because it indicates how British Columbia performs in comparison to other jurisdictions, and allows the Ministry to assess its progress in meeting the Government's great goal of becoming the most literate jurisdiction on the continent.

The challenge in using the survey as a performance measure is that it is conducted sporadically. It was conducted in 1994 and in 2003, with the next survey scheduled for 2009. At present, however, there is no other tool that adequately measures adult literacy in a timely manner. The Ministry is working in conjunction with the Ministry of Advanced Education on the possibility of a B.C.-specific administration of the survey based on a three-year cycle.

The International Adult Literacy and Skills Survey Assessment Scale

Participants were scored on a proficiency scale from 1 to 5 (lowest to highest). Level 3 was designated as the desired threshold for coping with the increasing skill demands of a knowledge society. Listed below is a summary of the skills required for each level:

Level 1: Indicates persons with very low skills, where the individual may, for example, be unable to determine the correct amount of medicine to give a child from information printed on the package.

Level 2: Respondents can deal only with material that is simple, clearly laid out, and in which the tasks involved are not too complex. It denotes a weak level of skill, but more than at Level 1. It identifies people who can read, but test poorly. They may have developed coping skills to manage everyday literacy demands, but their low level of proficiency makes it difficult for them to face novel demands, such as learning new job skills.

Level 3: Is considered a suitable minimum for coping with the demands of everyday life and work in a complex, advanced society. It denotes roughly the skill level required for successful secondary school completion and college entry. Like higher levels, it requires the ability to integrate several sources of information and solve more complex problems.

Levels 4 and 5: These levels describe respondents who demonstrate a command of higher-level information processing skills.

Performance Measure	2003/04 Actual	2004/05 Actual	2005/06 Actual (Baseline)	2006/07 Target	2007/08 Target	2008/09 Target	2009/10 Target	2015/16
9. International Adult Literacy and Skills Survey — percentage of adults who read successfully[1]	N/A[2]	N/A	60%	No data to report			Next survey administered	75%

Data Sources

- Source: The Adult Literacy and Skills Survey, Human Resources and Social Development Canada, and Statistics Canada.
- Year: Administered in 2003, with national and provincial results available in 2005.

Changes

For greater clarity, the wording of this measure has evolved into the current version: *...percentage of adults who read successfully.*

Previous versions were:

- *AdultLiteracy — based on the International Adult Literacy and Skills Survey* (2006/07–2008/09 Service Plan)
- *InternationalAdult Literacy and Skills Survey — percentage of adults who read at Level 3 or above* (2005/06 Service Plan Report)

[1] The Ministry has defined reading "successfully" to mean possessing reading skills that correspond to Level 3 on the International Adult Literacy and Skills Survey Assessment Scale. Level 3 has been designated as the desired threshold for coping with the increasing skill demands of a knowledge society.

[2] No data available — the International Adult Literacy and Skills Survey is conducted sporadically, every 5 to 10 years. However, the Ministry is working with the Ministry of Advanced Education on the possibility of a B.C.-specific administration of the survey based on a three-year cycle.

Performance Measure 10: *Reading and Numeracy Skills (Foundation Skills Assessment Grades 4 and 7) — percentage of students who meet or exceed standards.*

The Foundation Skills Assessment is used to measure the percentage of public and independent school students in Grades 4 and 7 who meet or exceed grade level expectations in three key areas of student learning — Reading, Writing and Numeracy. The assessment is administered to all students at these grade levels, and focuses on Reading, Writing, and Numeracy because these skills form the foundation for other learning. Foundation Skills Assessment standards, which are set by the Ministry, are based on the recommendations of B.C. teachers.

The Foundation Skills Assessment was chosen as a measure because it can indicate shifts in achievement on a broad scale, such as when there is an overall improvement or decline in reading skills. As well, the data gathered from the assessments provide all levels of the education system (School Planning Councils, for example) with an opportunity to plan more effectively, and to focus on key priorities that will help the Ministry and the Government meet their strategic goals.

Performance Measure		2003/04 Actual	2004/05 Actual	2005/06 Actual	2006/07 Forecast	2007/08 Target	2008/09 Target	2009/10 Target	2015/16 Target
10. Reading and Numeracy Skills (Foundation Skills Assessment Grades 4 and 7) — percentage of students who meet or exceed standards	Reading Grade 4	80	79	80	80	80	81	82	85
	Reading Grade 7	80	77	73	77	78	79	80	85
	Numeracy Grade 4	88	87	86	87	88	89	89	90
	Numeracy Grade 7	83	83	84	84	84	85	86	90

Changes

Two targets for 2006/07 were adjusted upwards, to take into account the 2005/06 data (which was not yet available when the targets were developed):

- Reading Grade 4: Previous Target – 79%
  Revised Target – 80%
- Numeracy Grade 7: Previous Target – 83%
  Revised Target – 84%

Data Sources

- Source: Foundations Skills Assessment, Ministry of Education.
- Year: the data were collected during the 2005/06 school year.

Performance Measure 11: *Percentage of students who pass one of the following Language Arts 12 courses: English 12; Communications 12.*

Successful completion of a Grade 12 Language Arts course represents a minimum standard of literacy in the Kindergarten to Grade 12 school system. Students must pass one of these courses in order to graduate, ensuring that students embarking on either post-secondary education or a career possess at least the minimum level of literacy skills required to be successful.

English 12: Language is fundamental to thinking, learning, and communicating in all cultures. The skilled use of language is associated with many opportunities in life, including further education, work, and social interaction. As students come to understand and use language more fully, they are able to enjoy the benefits and pleasures of language in all its forms from reading and writing, to literature, theatre, public speaking, film, and other media.

The English 12 curriculum provides students with the opportunity to study literary and informational (including technical) communications and the mass media and thereby experience the power of language. Students are presented with a window into the past, a complex portrayal of the present, and questions about the future. They also come to understand language as a human system of communication — dynamic and evolving, but also systematic and governed by rules.

Note: The French language equivalent of English 12 (Français langue première 12) also meets the Language Arts 12 graduation requirement. Data from this course is rolled up into the English 12 data. After the 2006/07 school year, Technical and Professional Communications 12 will no longer meet the Language Arts 12 graduation requirement, and so is not included in this performance measure.

Communications 12: This course is intended to help students become fully skilled language users, capable of comprehending and responding to the multiple forms and functions of language that surround them. This is a goal Communications 12 shares with the other English curricula at this grade level. The language arts options for Grade 12 reflect the different language skills senior students choose to focus on as part of their career and personal planning.

Performance Measure	2003/04 Actual	2004/05 Actual	2005/06 Actual	2006/07 Forecast	2007/08 Target	2008/09 Target	2009/10 Target	2015/16 Target
11. Percentage of students who pass one of the following Language Arts 12 courses:								
English 12	98	98	98	98	98	98	98	98
Communications 12	97	97	97	98	98	98	98	98

Data Sources

- Source: Education Data Warehouse, Ministry of Education.
- Year: December 2006.

Objective 3.2: *Improved school readiness.*

Strategies

- To develop Early Learning Standards.
- To establish StrongStart Centre pilots, in partnership with school boards.

Performance Measure 12: *School Readiness (Early Development Instrument) — percentage of children who enter Kindergarten ready to learn.*

The tool chosen to gauge children's readiness for school is the Early Development Instrument. Kindergarten teachers in B.C. began to collect data for the Early Development Instrument in 1999/2000, and as of March 2004, all 60 school districts had collected the data.

The Ministry has developed a performance measure — the percentage of children who enter Kindergarten "ready to learn" — based on the Early Development Instrument. This measure reflects the importance of literacy skills in a child's intellectual and social development.

For the Early Development Instrument, data are collected on the following five key areas of children's development. The data are then considered cumulatively to suggest the developmental status of populations of children:

- physical health and well-being;
- social competence;
- emotional maturity;
- language and cognitive development; and
- communication skills and general knowledge.

The most challenging aspect of this performance measure, which is generated by an independent, external research body, is that data for the whole Province are not available on an annual basis. The Ministry of Education and the Ministry of Children and Family Development link into the three-year data collection cycle at the University of British Columbia.

Performance Measure	2003/04 Actual	2004/05 Actual (Baseline)	2005/06 Target	2006/07 Target	2007/08 Target	2008/09 Target	2009/10 Target	2015/16 Target
12. School Readiness (Early Development Instrument) — percentage of children who enter Kindergarten ready to learn	N/A [1]	75%	The next data will not be available until 2007/08		75% [2]	The next data will not be available until 2010/2011		85%

Data Sources

- Source: The Human and Early Learning Partnership (University of British Columbia — funded by the Ministry of Children and Family Development, the Ministry of Education, and the Ministry of Health).
- Year: the data were collected from 2002–2005.

[1] No data available — measure first introduced in the 2005/06–2007/08 Service Plan Update — September 2005.

[2] The 2007/08 target has been adjusted as preliminary information indicates less than 75% of children may be developmentally ready to learn.

Resource Summary

Core Business Areas	2006/07 Restated Estimates[1]	2007/08 Estimates	2008/09 Plan	2009/10 Plan
Operating Expenses ($000)				
Education Programs	4,727,508	4,847,452	4,974,153	5,071,102
Debt Service and Amortization	558,978	557,900	573,430	586,258
Public Libraries	13,399	15,675	15,675	15,675
Management Services	17,841	19,990	19,872	19,798
Executive and Support Services	53,733	53,363	53,739	54,340
Total	**5,371,459**	**5,494,380**	**5,636,869**	**5,747,173**
Full-time Equivalents (Direct FTEs)				
Management Services	88	88	88	88
Executive and Support Services	228	234	234	234
Total	**316**	**322**	**322**	**322**
Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)				
Management Services	75	—	—	—
Executive and Support Services	8,677	6,885	5,220	5,220
Total	**8,752**	**6,885**	**5,220**	**5,220**
Capital Plan ($000)				
Public Services	181,295	256,300	305,425	305,425
Total	**181,295**	**256,300**	**305,425**	**305,425**

[1] Amounts have been restated, for comparative purposes only, to be consistent with Schedule A of the 2007/08 *Estimates*.

SUCH Sector Resource Summary

School Districts	2006/07 Restated Estimates	2007/08 Budget	2008/09 Plan	2009/10 Plan
Combined Income Statement ($000s)[1]				
Total Revenue	5,015,622	5,200,420	5,325,943	5,417,769
Total Expense	5,000,130	5,149,004	5,252,728	5,344,572
Operating Results	15,492	51,416	73,215	73,197
Gain (Loss) on sale of capital assets (if applicable)	—	—	463	—
Net Results	**15,492**	**51,416**	**73,678**	**73,197**

[1] This combined income statement includes estimates from 60 school districts. Numbers do not include the eliminating entries required to consolidate these agencies with the government reporting entity.

Major Capital Projects

New Westminster Secondary School

Objective: Construct a new secondary school with capacity for 2,400 students on the existing site to replace the existing 2,050-capacity secondary school, which was built in 1949 and is at end of its useful life; and construct new District Administration and District Maintenance Offices, currently located within the existing facility.

Costs: The estimated cost of the entire project is $55.7 million, including $51.9 million from the Ministry of Education and $3.8 million from the New Westminster School Board.

Benefits:

- New facility will have lower operating and maintenance costs for the School District.
- Secondary programs will be provided in greatly-improved educational environment.

Risks:

- If not replaced, the School Board will continue operating an aging facility that is becoming increasingly expensive to operate and maintain.